

**-Key Stage One Long Term Plan
Cycle A**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Hidden Treasures		Our Amazing planet		Postcards from the past	
History	<p>Look at the lives of significant individuals e.g. Florence Nightingale, Mary Seacole, - links with Victorians and black history month</p> <p>Look at chronology and their own time lines, plotting significant events.</p> <p>Investigating and interpreting family trees, including the Royal Family.</p> <p>The children will create a time capsule, their own hidden treasure.</p>		<p>Look at the lives of significant individuals e.g. Sir Shackleton/Capt Scott and Oates</p> <p>To recount and record at least 3 facts from a historical event or life.</p>		<p>Events beyond living memory – seaside holidays from the past. Link to Victorians</p>	
Geography	<p>Geographical skills and fieldwork</p> <p>local study of school grounds and village of Burton Agnes. Use of ariel photos to recognize landmarks.</p> <p>Directional and positional vocabulary</p>		<p>Human and Physical Geography</p> <p>Learn about hot and cold places</p> <p>Locational Knowledge</p> <p>To identify the location of hot and cold places in the world in relation to the equator and north and South poles .</p> <p>To name the 5 oceans</p> <p>To name the 7 continents</p> <p>Use a world map/atlas/globe to locate continents/oceans/and worlds countries.</p> <p>Use Geographical vocabulary linked to topic</p>		<p>Human and Physical Geography</p> <p>Use geographical vocab to refer to key features – beach, cliff, coast, sea etc</p> <p>Look at key human features in seaside resort.</p>	
Science	<p>Animals including humans y1 and 2</p> <p>Identification and naming common animals and sorting into categories using correct vocabulary.</p> <p>Look at importance of healthy life styles, exercise and healthy eating.</p>		<p>Everyday materials and their uses</p> <p>Learn about properties of materials</p> <p>Identify, describe, group and compare materials</p> <p>Explain why materials are chosen for different reasons ie keeping warm/dry/cool</p> <p>Use scientific vocabulary to describe materials.</p>		<p>Additional unit QCA – Pushes and pulls – observe, describe and compare movements they make and movements of objects in terms of speed and direction. Describe how to start objects moving linked to pushes and pulls –(links to Forces and magnets work in Year 3/4)</p>	

Art	Drawing skills through the stimulus of local artist Robert Fuller		When working with textiles use simple running stitch. Cut and shape fabric using scissors and use to decorate another piece of fabric.		Malleable materials – working in 3D	
Design Technology	Make – food Design and make a healthy soup – chopping skills		Design make and evaluate a bag identify a purpose for what they intend to design and make Use labeled drawings to record ideas. Measure, mark out and cut independently Join fabrics using running stitch Evaluate product – discuss changes they have made during the making process and explain why.		Design and make linked to forces	
Music	Percussion East riding music service Christmas production Charanga Year 1 Autumn term		Charanga Year 1 Spring term		Charanga Year 1 summer term	
Modern Foreign Languages						
PSHCE	Happy Centred Schools Relationships	Happy Centred Schools Self-confidence	Happy Centred Schools coping	Happy Centred Schools Coping	Happy Centred Schools support	Happy Centred Schools Achievement and success
R.E	Looking at me looking at you		Caring for our World		Worship and festivals	
P.E	Invasion Games Dance/Gym		Fitness – balance, agility and co-ordination Dance/Gym		Athletics Dance/Gym	
Computing	Me and my Selfie <ul style="list-style-type: none"> Use a camera to capture images which are in focus. Select options to change the appearance of digital content. Apply edits to digital content to achieve a particular effect. Combine words and images to create Word Art. 		Magical Story telling Combine images, text and voice recordings to retell a story	First footsteps in a digital world Create digital books combining text, images, and sounds.	What is a computer? <ul style="list-style-type: none"> Identify, name and explain the functions of the main components of a computer. Name and compare common input and output devices of computer systems. Identify and describe uses of technology beyond school. Explain how robots can be controlled. 	